

## CHAPTER IV FINDINGS AND DISCUSSION

In this chapter, researcher describes the data collected based on the analysis results. Generally, the objective of this research is to figure out how the values of Pancasila and character in the English textbooks *When English Rings a Bell* for grade VIII SMP/MTs published by the Ministry of Education and Culture.

### A. The General Description of English Textbook *When English Rings a Bell* for Grade VIII SMP/MTs<sup>1</sup>

#### 1. The Profile of English Textbook *When English Rings a Bell* for Grade VIII

The main object of this study was the English textbook *When English Rings a Bell* for grade VIII. This book supports the learning process and implementation of the 2013 curriculum. English textbook *When English Rings a Bell* is 226 pages thick. The script is the result of contributions from Siti Wachidah and Asep Gunawan edited by Emi Emilia, Raden Safrina, and The Center for Curriculum and Hills. Meanwhile, *Balitbang Kemendikbud* is as the publisher.

#### 2. The General Description of the Content of English Textbook *When English Rings a Bell* for Grade VIII

##### a. The General Description of the Textbook

English textbook *When English Rings A Bell* becomes one of the learning media in the 21st century where learners can be found, active and creative in English without fear of being mistaken when communicating directly. There are 12 chapters divided into two parts, namely semester 1: chapters 1 to 7, then semester 2: chapters 8 to 12. Those are: (1) It's English Time!, (2) Can You Play the Guitar?, (3) Would You Like to Come?, (4) You are Invited!, (5) My Uncle is a Zookeeper, (6) What are You Doing?, (7) Bigger is Not Always Better!, (8) I'm Proud of Indonesia!, (9) When I was a Child, (10) Don't Forget it, Please!, (11) I am Proud of My Teacher, (12) Mouse Deer and Crocodile.

---

<sup>1</sup> Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *When English Rings a Bell* (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2014).

## **B. The Description of the Material of English Textbook *When English Rings a Bell* for Grade VIII**

English textbook *When English Rings a Bell* for grade VIII consists 12 chapters, those are:

### **1. Chapter 1: It's English Time!**

In this chapter, students are expected:

- a. To ask for my friend' attention
- b. To check if my friends' understand me
- c. To give my opinions and ask my friends opinions
- d. Show my appreciation to my friends

This chapter has several learning steps, they are:

#### a) Observing and Questioning

There are several activities in this material. In the first activity, the students will mention their names by lifting their index fingers. In the second activity, a teacher asks students about the use of English during class learning in the form of pictures. In the third activity, the learner will complete a questionnaire about the expression used in the previous image. In the fourth activity, students will have a conversation according to the first picture until twelve.

#### b) Collecting Information

First, the student will check one's understanding using several expressions. Second, they give and ask some opinions using some expressions. Third, they show appreciation to others using some expressions. Fourth is providing expressive sentences according to the subject of the conversation, such as paying attention, checking the understanding of others, giving and asking opinions to someone then showing an appreciation.

#### c) Associating

Students will have a conversation about an image and ask the interlocutor for an opinion. Then, the students will fill in several conversation fields about the three points of the previous discussion, namely asking for attention, checking the understanding of someone and then giving and asking opinions to others.

- d) Communicating  
Students fill out a journal of what has been learned, which parts are most enjoyable, what difficulties they experience and practice them in everyday conversation.

## 2. Chapter 2: Can You Play the Guitar

In this chapter, students are expected:

- a. To state and ask if one can do something
- b. To state and ask if one will do something

This material has several learning steps, they are:

- a) Observing and Questioning  
First, students ask if they can do something. Second, the student will follow the teacher's words about doing something. Third, they will complete the empty sentence based on the previous material.
- b) Collecting Information  
First, the student asks their friends about the activity and whether they can do it or not. Second, the learners will summarize it in a sentence. Third, they will complete a blank conversation field about an activity using the phrase "can you ...?"
- c) Associating  
First, there is a conversation with a question asking for help and an invitation. Second, the teacher will read the conversation sentence and the student will follow it. Third, students will fill some blank according to the previous material. Fourth, they ask using the phrase "*will you ...?*"
- d) Communicating  
First, students must stick five pictures taken from a newspaper or magazine in two columns about what they can do and cannot do. Second, the student will summarize it in a sentence. Third, students will write a journal about learning materials, which parts are the most enjoyable, difficulties during learning and do something to understand the material.

## 3. Chapter 3: Would You Like to Come?

In this chapter, students are expected:

- a. To give and respond to instructions
- b. To give respond to invitation

- c. To give and respond prohibition
- d. To ask for permission

This material has several learning steps, they are:

- a) Observing and Questioning  
There are several activities in this material. First is about responding to a command and the second is about replying to an invitation.
- b) Collecting Information  
First, the students will stick some pictures from the newspaper or magazine as a suitable birthday present for Lina. Second, they summarize it in a sentence.
- c) Associating  
First, the teacher will read the conversation snippet then the learner follows him/her. Second, they fill in the blanks according to the previous material. Third, there are five conversations to respond the multiple questions. Fourth, they fill in some blank fields about asking for permission, react to them and giving a ban. Fifth, they will fill in some columns about giving and responding to instructions, giving and responding to invitations, giving prohibition and asking for permission.
- d) Communicating  
First is a conversation at a party. Second, they ask friends about what they can do and cannot do. Then, students summarize it in a list "Activities that I should do and activities that I should not do". Second, they will write a journal about learning materials, which parts are most enjoyable, difficulties during learning and doing something to understand the material.

#### 4. Chapter 4: You are Invited!

In this chapter, students are expected:

- a. To make a personal invitation
- b. To make a greeting card

This material has several learning steps, they are:

- a) Observing and Questioning  
There are several types of invitations they are birthday invitations, weddings, Halloween

celebrations, baby showers, reunions and charitable work.

- b) Collecting Information  
The students create an invitation card.
- c) Associating  
There are several birthday greeting cards, father's day, mother's day and birth. Then, they make a greeting card complete with decorations.
- d) Communicating  
Students will write a journal about learning materials, which parts are most enjoyable, difficulties during learning and doing something to understand the material.

### **5. Chapter 5: My Uncle is a Zookeeper**

In this chapter, students are expected:

- a. To appreciate the nature
- b. To show my pride of something
- c. To give good and bad sample

This material has several learning steps, they are:

- a) Observing and Questioning  
First is the interactions in the zoo between animals, visitors and zookeepers. Second is the question and answer about the number of zoo visitors, the amount of food for elephants, the amount of water for horses and the overall zookeepers. Third is explanation of the duties of zookeepers ranging from providing vitamins, preparing food, cleaning cages, repairing cages, matching animals and caring for them if sick. Fourth, the students fill in the blanks according to the image in the previous material. Fifth is the food of the animals in the zoo. Sixth, they fill in the blanks according to the explanation in the previous material.
- b) Collecting Information  
The students make an observation that is located behind the school and write down everything in there, such as people, animals and other objects.
- c) Observing and Questioning  
There are several activities in this material. They are activities done by students every day.

- d) **Collecting Information**  
First, the students summarize the explanation in the previous material. Second, they write the agendas of the days and times. Third, they ask a friend what activities he does daily.
- e) **Associating**  
First, the students fill in the activities carried out by the animal keeper and tick if the same. Second, they summarize the previous task in the form of a sentence. Third, they describe some animals such as cats, snakes, crocodiles and deer as examples of descriptions of lions and rabbits.
- f) **Communicating**  
The students create a poster about daily activities in front of the class. Then, they write a journal about learning what materials are, which parts are most enjoyable, difficulties during learning and doing anything to understand the material.

## **6. Chapter 6: What are You Doing?**

In this chapter, students are expected:

- a. To share the information with others
- b. To explain why things are happening

This material has several learning steps, they are:

- a) **Observing and Questioning**  
First is the picture that describes the activities of students in the classroom. Second, the students fill in the blanks about the activities in the previous material. Third, they make observations to friends about what activities they do during class and write them on the assignment sheet. Fourth is a conversation between two people about their activities. Fifth, they ask classmates what activities they do at a table.
- b) **Collecting Information**  
First, the students do the task in the form of a group which should describe the school and what they do there. Second, they write a few sentences about what has been obtained in the previous task. Third, the conversation uses objective pronouns. Fourth, they

will complete the empty columns of the conversation based on the image.

c) Observing and Questioning

First, the students will pay attention to the activities done by a family and second they ask a friend about what agendas he does from morning to night.

d) Associating

First is what the parents do at home and second is a conversation about doing an activity. Third, the students summarize it in the form of a sentence from the previous material. Fourth, they talk about why someone is doing agendas, then summarize it into a sentence. Fifth is a conversation about responding to other people's opinions.

e) Communicating

First, the students discuss with the group about what activities are done while in school or family and find the reason why doing the activity. If possible complete with an image and present it in front of the class. Second, they play a game which mentions some activities and demonstrates it to the other friends. Students will write a journal about learning what materials are, which parts are most enjoyable, difficulties during learning and doing something to understand the material.

## 7. Chapter 7: Bigger is Not Always Better

In this chapter, students are expected:

- a. To show their differences
- b. To be proud of them
- c. To praise them
- d. To criticizes them

This material has several learning steps, they are:

a) Observing and Questioning

There are several activities in this material. First is a conversation about differences and responding to them. Second, the students will fill in the blank fields based on the image in the previous material.

b) Collecting Information

First, the students compare things around the school, home and city in a sentence. Second is evaluate the

learning in the previous material, such as the difficulties experienced.

c) Associating

First, there is a sentence that compares things using the words “good and better”. Second, the students will complete the empty column according to the previous material and create five sentences using the word better about people, animals and objects. Third, the sentences are using the words bad and worse. Fourth they will complete the empty column according to the previous material. Then, students create a sentence using the words bad and worse.

Fifth, there is a sentence piece that uses the words "fewer and less". Sixth, the students will complete a sentence according to the previous material and make five sentences using "fewer and less". Seventh, there is a snippet of conversational sentences using the word 'paling' to compare two things. Eighth, they will complete the sentence in line with the previous material. Ninth, they compare two things.

d) Communicating

First, the students write a short text consisting of five or six sentences on a comparison based on the theme, then present it in front of the class. They will write a journal about learning what materials are, which parts are most enjoyable, difficulties during learning and doing anything to understand the material.

## 8. Chapter 8: I'm Proud of Indonesia

In this chapter students will learn about:

- a. To make them stand out
- b. To show my pride of them
- c. To promote them
- d. To criticize them

This material has several learning steps, they are:

a) Observing and Questioning

There are several activities in this material. First, the students describe an object and complete the empty sentence according to the previous material. Second is information about what objects are in Lina's house along with related activities.



b) Collecting Information

First is a conversation between two people to find Simon at the bus terminal by describing it and complete the blank sentence according to the previous material. Third, the students describe someone because they are so proud of him.

c) Associating

First, the students write down why they love or are proud of the person they described before. Second, they will criticize an object. Third, there is a table of likes and dislikes of the person or thing he has described.

d) Communicating

First, the students write a text on the wall magazine. Second, they describe the map of Indonesia. Second, they will find information about Indonesia based on location, size, population, islands, water and volcanoes as examples. Third, they describe interesting and good facts about our country.

Fourth, they will complete the empty sentence according to the previous material. Fifth, there is a text entitled "I'm proud of Indonesia". Sixth, they describe the school in a group and each member contributes five sentences. Students will write a journal about learning what materials are, which parts are most enjoyable, difficulties during learning and doing something to understand the material.

## 9. Chapter 9: When I Was a Child

In this chapter, students are expected:

- a. To share the information with others
- b. To explain why things happened

This material has several learning steps, they are:

a) Observing and Questioning

There are several activities in this material. First is to convey information and what is going on. Second, there is a table on past and present events. Third, there is a table that presents verbs according to the time of their use.

b) Collecting Information

First, Dayu tells about herself from the first day to the eighth day with a few words in bold. Second, the students write sentences about Dayu in the past. Third, there is a table that summarizes some of the words in Dayu's previous writings. Fourth, they compare Dayu's past and present activities to writings made on the ninth to fourteen days. Fifth, there is a table that summarizes a collection of words in Dayu's handwriting about past, present and future.

c) Associating

First, the students will complete a table with some facts about Dayu past and present. Second is the conversation about past events then completes the sentence according to the previous material.

d) Communicating

First, the students write down the events that occurred in the past and determine why, how safely and when they happened. Second, they create a text and give it a title and complete it with an image to make it even more beautiful. Students will write a journal about learning what materials are, which parts are most enjoyable, difficulties during learning and doing something to understand the material.

### 10. Chapter 10: Yes, We made it!

In this chapter, students are expected:

- a. To share my experience
- b. To show my pride of them
- c. To learn from them
- d. To report them

This material has several learning steps, they are:

a) Observing and Questioning

First is the conversation between Edo and Udin about their respective experiences and there are eight pictures of Udin and his brother making the garden benches. Second, the students will complete the sentence according to the previous material. Third, there is a conversation among Edo, Lina and Udin about how Edo class can win the competition. Fifth, there are six images showing how Edo's friends

worked together to win the competition. Sixth, they will complete the sentence about Udin's opinion in the previous picture. Seventh, Edo and Beni presented their experience when making park benches. Eighth is Edo tells the teacher that his class won the competition.

b) Collecting Information

First, Beni told about himself who only slept three hours a night so looked very tired and analyzed in a text about five events. Second, the students will complete the sentence of the incident.

c) Associating

First, Lina and Siti recount their experience, which is divided into three events. Second, the students do activities such as Lina and Siti. Then, tell each other's experiences and present them in front of the class.

d) Communicating

Students will write a journal about learning what materials are, which parts are most enjoyable, difficulties during learning and doing something to understand the material.

### 11. Chapter 11: Don't Forget it, Please!

In this chapter, students are expected:

- a. To get what I want
- b. To make other people do what I want

This material has several learning steps, they are:

a) Observing and Questioning

First, the mother gave a letter to her child because she had to attend training in Jakarta. Second, the students write the activity in a colored column. Third, they will correct the sentence on the letter.

b) Collecting Information

First, the students write a message on the paper affixed to the refrigerator to a brother, sister or parent about anything. Second, Edo and Udin are reciprocating messages through smartphones. Third, the students send a message to a friend in English.

c) Associating

First, the students learn about the message for the general public. Second is how to create messages that

the reader is easy to understand. Third, there is an example of information in the form of a warning and practice.

- d) Communicating  
Students will write a journal about learning what materials are, which parts are most enjoyable, difficulties during learning and doing something to understand the material.

## 12. Chapter 12: Mouse Deer and Crocodile

In this chapter, students are expected:

- a. To listen to a fable
- b. To read a fable for myself
- c. To read a fable for other people
- d. To get a more lesson from a fable

This material has several learning steps, they are:

- a) Observing and Questioning  
The students listen to the fable's story titled "Mousedeer and Crocodile". Then, they answer the question and rewrite the story.
- b) Collecting Information  
First, the students read the fable's story titled "Mousedeer and Crocodile". Then, they summarize it and answer the question. Second, they listen to the fable's narrative titled "A Wolf in Sheep's Clothing". Then, there is an essential point in each paragraph.
- c) Associating  
The students answer questions about fable stories.
- d) Communicating  
The students practice reading stories correctly, precisely, aloud and meaningfully. They will write a journal about learning what materials are, which parts are most enjoyable, difficulties during learning and doing something to understand the material.

## 13. Let's Enjoy the Song!

In the last pages students will learn about how to get the message of a song.

- a) Observing and Questioning  
The students will sing "The More We Get Together" together which is a traditional American song. They make small circles by holding hands with each other.


- b) Collecting Information  
The students wrote the lyrics to "The More We Get Together" by adding the words "Clap, Hop, Shake, and Wiggle."
- c) Associating  
The students write the meaning of the song.
- d) Communicating  
The students practice reading stories correctly, precisely, aloud and meaningfully. They will write a journal about learning what materials are, which parts are most enjoyable, difficulties during learning and doing anything to understand the material.

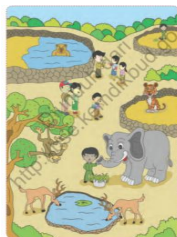

**C. Research Finding**

**1. The Analysis of the Ideological Values of Pancasila in the English Textbook *When English Rings a Bell* for Grade VIII SMP/MTs Published by the Ministry of Education and Culture**

This discussion focuses on images, sentences and conversations because the three points dominate the material in the English textbook *When English Rings a Bell* for grade VIII SMP/MTs published by the Ministry of Education and Culture. Van Dijk and Norman Fairclough said there are three essential points as the basis of research they are text, social context and sociocultural practice.

**a) Belief in the One God**

Unit	Theme	Finding	Page
Chapter 1	It's English Time!		p.9

Chapter 5	My Uncle is a Zookeeper		p.68
Chapter 6	What are You Doing?		p.105

**Table 4.1**

a. Table Description

1) Chapter 1: It's English Time! Page 9.

The picture shows a class atmosphere with six students, three males and three females. The uniform worn is also the same, complete with its attributes such as a tie. However, there is a slight difference from one of the female students named Siti. Siti is the only student in the class who wears a light blue veil and uniform that is also longer than the other students.

2) Chapter 5: My Uncle is a Zookeeper

The atmosphere in the zoo is so pleasant. There are several activities such as bears soaking in the water, who deer that are drinking and monkeys hanging on three branches. In addition, zookeeper also feed elephants', clean cages and explain to visitors about animals in the zoo. Meanwhile, the tigers was standing in front of visitors who looked amazed.

3) Chapter 6: What are You Doing?

Five students are three males with pale skin, white and slightly dark with curly hair. The, two females

were pale skin with short haired and wearing bright blue veils. They are in a group for discussion.

b. Analysis

1) Picture

a) Social Context

The social context is related to the background, structure of institutions and organizational relationships in a group. The first point of Pancasila in the picture is, “Developing respect and cooperation between religions and adherents of different beliefs towards God Almighty” and “Building harmony of life among fellow believers and belief in God Almighty.”

The picture above shows how one classroom consists of various beliefs embraced by learners. These events often happen in public school so that one classroom can consist of several religions embraced by learners. Then when it is time to worship, such as Friday prayers for Muslims, those who are not Muslims will respect each other and remind each other.

The next point is, “Building harmony of life among fellow believers and belief in God Almighty”. The picture shows the interaction in the zoo, which is the visitors are so happy meet directly with animals such as elephants’, bears and tigers. Zookeepers are feeding the animals at the zoo.

Every religion and belief always teaches love for each other, not just to humans but with the whole universe and living things. Caring for, and loving animals also includes the teaching of every religion and prohibits harming or torturing animals. It can teach students to always care about God’s living creatures.

In religion and beliefs, there are forbid to slaughter certain animals because they include

sacred animals. The other religions and beliefs must respect the policy. For example, Hindus consider cows to be sacred animals. Therefore, Sunan Kudus forbids Muslim communities in Kudus to slaughter the animals and must be done elsewhere. The policy makes people's lives harmonious because they understand the rules of each religion and belief.

Next point is, "Develop mutual respect for the habit of performing worship according to other respect religion and beliefs". In the picture, there is a group of students who have a discussion and has different religious and beliefs.

Conducting discussion should not bring and connect it with any religion. Discussion forums are neutral and making decisions should also not be on the side of any group and anything trust. It is to avoid more debate that leads to conflict.

Students can apply neutral in discussions when completing a problem or discussing subject matter. It can teach students to stay focused on solving problems rather than on the background and anything trust of discussion participants.

b) Social-Cultural Practice  
(1) Situational

Based on the policy in Indonesia, there are six legal religions. They are Islam, Christianity, Hinduism, Buddhism, Catholicism and Kong Hu Chu. No wonder some students wear a veil as one of the symbols of their beliefs. However, it is the decision of each of the students to that religion whether they will wear a veil or not.

By looking at the situation, it is possible if there are conflicts between



religions. An example is the instance of the opening of a house of worship in an area that gets opposition from the local community. Moreover, when the state does not recognize that the tradition in a religion is considered good for society.

Having a belief or choosing any religion is the choice of each individual. It is a relationship between humans and their God. If that religion does not hurt the wider community, it should not take actions that cause conflict or harm to certain parties.

A harmonious life is also not spared from conflict and differences of opinion regarding applicable policies, while other religion and beliefs must respect it. For some people, the rules are unreasonable and contrary to the religion and beliefs embraced by it. However, religious people should respects the rules to avoid conflict and problems.

## (2) Institutional

The institutional level looks at how the influence of the organization or communities, becomes every religion of beliefs must have an organization that becomes the center of information. For example, Islam has MUI which, becomes the center of information during the fasting month, *Eid Al-Fitr* and determines halal or haram food for Muslims.

These organizations can transmit tolerance to the broad community. For example, the minister of religion who delivered Christmas greetings to Christians in Indonesia received good appreciation from all Indonesian people. Indirectly, the minister of religion voiced how a sense of

peace coexists with other religions without having to cause discord.

Then the most common one is when the great religion feast. Other people will flock to congratulate them, even if only through social media. However, small things like this can cause tolerance, respect and harmony among religious people.

Tolerance teaches learners how important it is to maintain and develop respect for other religions followers to form a harmonious society. Learners will begin to understand that friends with anyone regardless of their friend's belief. They will respect each other and understand the habits and teachings of their respective beliefs.

The acts of tolerance are not just about respecting other religions and beliefs that worship but also exist the rules. Respect all prohibitions and orders, then do not say bad things regarding such actions.




Tolerance also teaches how to respect all the opinions of others despite different religions and beliefs. When, expressing arguments, it would be nice to know who is the participants of the discussion are to avoid disputes between religious people.

### (3) Social System

At the level of the social system, human beings must have mutual tolerance for other religions. Unfortunately, things are not implemented by the applicable rules. There are still irresponsible individuals by spreading false news through social media. Indonesian people are easy to believe information that is not necessarily true.

The public must be good at filtering the news obtained so as not to be easily influenced. It is also necessary to pay attention to news sources that convey information, especially in this era where the process of spreading information is getting faster.

**b) Humanism that is Just and Civilized**

Unit	Theme	Finding	Page
Chapter 2	Can You Play the Guitar?		p.33
Chapter 5	My Uncle is a Zookeeper	 <p data-bbox="656 951 879 1020">They do the house work again. They sometimes play the games or chat with friends.</p>	p.77
Chapter 6	What are You Doing?		p.97

<p>Chapter 6</p>	<p>What are You Doing?</p>		<p>p.102</p>
----------------------	------------------------------------	--	--------------

**Table 4.2**

a. Table Description

1) Chapter 2: Can You Play the Guitar? Page 33

There are three groups of students who are having a conversation. Edo asks Beni for help to bring some books in his hands, and Beni is willing to help. The second group is Siti giving a party invitation to her friend and asking if she can come, and then her friend says she will come. The third group of students asked Lina if she could join the cafeteria, and Lina invited her.

2) Chapter 5: My Uncle is a Zookeeper. Page 77

The boy who is also a student does homework in the form of sweeping the floor. However, some students play games or talk with their friends.

3) Chapter 6: What are You Doing? Page 97

The family consists of a father, mother and two children doing homework. Father was cooking, mother was sweeping, a daughter was watering flowers and boy was washing bikes.

4) Chapter 6: What are You Doing? Page 102

There are several conversations. Each conversation consists of two people. However, it has the same meaning as asking the reason the interlocutor does specific things. Like, why bring paying in the morning, why not a bike ride, why look confused and why it is too late to come to school.

b. Analysis

1) Text – Conversation

Take a look at the sentence below:

*“Udin, will you help me bring this book?”*

*“Siti, will you come to my party?”*

*“Lina, will you go to the canteen with me?”*

Seeing from the quote of the conversation that uses the word “will” then ends with a question mark becomes one of the indicators of requests for help. Politely expressed sentences can attract the response of others to respond politely as well.

The three sentences above include the second point of Pancasila precepts. The first sentence in that point is “Perform obligations and accept rights.” Fellow human beings who live side by side should help and provide help because humans are social who need each other.

Every human being has to help other human beings when in distress and need of help. The meaning of distress and need of help does not mean that disasters, accidents or other incidents occur. Like asking to help bring a book, asking to come to the party to be festive and invite to the canteen together so as not to be alone.

Small things like the above are usually everywhere, including the people of Indonesia. It sounds simple but its meaning is quite crucial to life. It is applied by learners, it is the first step to interact with their friends at school. Even using the phrase to mingle or hang out with others then become close friends.

Then the right of every human being is to receive help from others. As a student at school can help friends who have difficulty understanding material. They can help each other. Education of school does not only teach material from book, but also teaches how to be a human being who has manners and is civilized towards anyone not looking old or young and rich or poor.

## 2) Picture

### a) Social Context

Social context is related to explaining the background, social structure, and institutions to relationships between groups. Chapter five page 77 contains the second Pancasila point that is, "Defend justice and truth."

The activities carried out by the boy do look simple and tend to be trivial like sweeping the floor or cleaning the house. However, when viewed from the social side, the context has a broad meaning. The habit that develops in society, in general, is that the task of sweeping and cleaning houses is girls. However, in this context it shows the boy who performed the task. The growing social structure of domestic employment has always been synonymous with women and men only working outside the home.

The image has included refuting the growing perspective in society. That such tasks include basic life skills that do not look at gender. In this case, the role of parents is crucial to educate children to be human beings who prioritize justice regardless of gender at all.

In this case, many parties were involved. Such as parents, when at home and in school there are teachers who are the parents of learners. Then learners can apply when socializing with the broad community, explaining that the activity is already attached to each student and will become a habit during his life. When that party; parents, teachers and learners, relate to each other to find better human personalities.

The next, image chapter six of pages 97 and 102 has the same point "No discriminating." Looking at the pictures on page 97, a family does several activities such as washing, sweeping, washing bicycles and watering flowers. According to the general public, cooking is a woman's job. However, here it is explained that

there is no discrimination between family members in doing homework. All have the right to do it without any sense of discrimination or regard for gender.

Next to the image on page 102, each conversation is by two people with different topics. When looking carefully physically and appearance also has differences. Some wear veils, curly hair and darker skin than other friends. However, watch carefully again and they ignore the appearance. When meeting with others, they may ask and answer politely. Because in reality, there is still an act of being disseminated against others simply because it has a different appearance.

Fortunately, in modern times, many people have begun to understand what difference is. The mindset has to change, and women have the same rights as men in work and daily life. In this case, the families, school and community have the importance to understand school-age children. Therefore, there will be no discriminating against anyone.

#### b) Sociocultural Practice

##### (1) Situational

Indonesia consists of differences ranging from religion, ethnicity and race that affect each individual. Conditions like this make the lives of Indonesian people often conflict based on these differences.

Cases that often occur are those who have darker skin and curly hair. The act of discrimination often occurs in public places that they will get the last services even though they have been waiting in line first. Small cases like this already include discrimination, that there are often demonstrations or protests against the government. Gender equality is a common issue in Indonesia. Women often do

domestic work such as cooking and managing the house while the men just work. Views about women being weaker than men result in frequent cases of violence against women.

Furthermore, asking for help and providing help becomes awkward. Even though assisting, there are no specific rules all are entitled to receive and give. There is no need to look at the background regarding religion, race, ethnicity, and the color of skin.

### (2) Institutional

The institutional level sees how such cases often occur even though Indonesia consists of many differences. However, because of these cases many organizations or communities engaged in social fields such as volunteers.

Volunteers or organizations can make room for those who are left out or marginalized communities in any form of conditions. The volunteers also assist the community in conveying aspirations, responses and indirectly informing that every human being coexists with all differences.

### (3) Social System


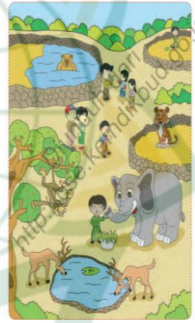


The level of the social system in force regarding the above cases until now has been better. Even so, it is not uncommon to arise again because of specific individuals. The instances of discrimination in Indonesia is very widely, not only about religion, ethnicity, and skin color.



Other cases include freedom of choice of gender status or relationship. These decisions are the rights of each individual as long as they do not interfere with others. Even that difference is that all Indonesian



people can unite, get along well with society and socialize.

**c) The Unity of Indonesia**

Unit	Theme	Finding	Page
Chapter 1	It's English Time!		p.9
Chapter 5	My Uncle is a Zookeeper		p.68
Chapter 6	What are You Doing?		p.87
Chapter 7	Bigger is Not Always Better.	<p data-bbox="687 1284 882 1328">I saw <i>Malin Kundang</i> on TV last night. I think the book is more interesting than the film.</p> 	p.115

<p>Chapter 8</p>	<p>I'm Proud of Indonesia!</p>		<p>p.149</p>
<p>Chapter 8</p>	<p>I'm Proud of Indonesia!</p>		<p>p.153</p>

**Table 4.3**

a. Table Description

1) Chapter 1: It's English Time! Page 9

Shows a class atmosphere with six students, three males and three females. The uniform worn is also the same, complete with its attributes such as a tie. However, there is a slight difference from one of the female students named Siti. Siti is the only student in the class who wears a light blue veil and a uniform that is also longer than the other students.

2) Chapter 6: What are You Doing? Page 68

The atmosphere in a zoo where there is an interaction between animals, zookeepers and visitors. Some of these activities, such as zookeepers who feed and cleans animal areas. Some visitors talk to zookeepers.

3) Chapter 6: What are You Doing? Page 87

Five students are doing activities in class. As Siti was mopping the floor, Lina removed the whiteboard, Beni swept the floor, Udin stared at the book at the table and Dayu took out the trash.

- 4) Chapter 7: Bigger is Not Always Better. Page 115  
A student compared the folklore of *Malin Kundang* that aired on TV last night with the one in the book. For her, it is more interesting in the book than the one in the movie.
  - 5) Chapter 8: I'm Proud of Indonesia! Page 149  
There is a map of Indonesia complete with information such as cities, islands, sea borders and borders with neighboring countries such as Malaysia and Singapore.
  - 6) Chapter 8: I'm Proud of Indonesia! Page 153  
Some students give statements about various natural resources in Indonesia. Such as vegetables, local fruits, spices, animals complete with their utilization.
- b. Analysis
- 1) Text – Sentences  
Take a look at the sentence below:  
“*I saw Malin Kundang on TV last night. I think the book is more interesting than the film.*” Page 115.  
“*The land is very fertile.*” and “Indonesia is also rich.” Page 153

In the first sentences, the reader can understand easily. However, *Malin Kundang* is one of the folklore of North Sumatra. The legend tells of how a boy who wandered out of town became a wealthy merchant, claiming to be without a mother. Finally, the mother cursed the boy to stone.

The English textbook mentions *Malin Kundang* becoming one of the forms of love for the homeland in the third Pancasila precepts. Thus, learners will always love and be proud of Indonesian culture. Aside from the *Malin Kundang*, there is still much folklore coming from various regions. To this day, Indonesian people still believe stories that develop as reminders about tradition and the preservation of culture to avoid becoming extinct over time.

This is because Indonesia has many islands, traditions, cultures and beliefs in its early ancestors. Therefore, to this day, folklore is still developing and will continue to be preserved by society.

Then, in the second sentence it is one of the pieces of a subsection that describes Indonesia's natural resources. The phrase "The land is very fertile" suggests that the country of Indonesia has fertile soil, thus providing many crops of good growth. So many vegetables have grown so well that one city is famous for its vegetable commodities. Not only that, many local baits are not out the country lime *durian* with a pungent odor.

The further sentence was "Indonesia is also rich." According to language, the word "rich" is generally identical with a person who has many prices, starting with money, gold, diamonds, and other valuable items. However, the second line of spices also became a symbol of the rich spices in Indonesia. It is no wonder that Indonesia has experienced a long colonial existence because it possesses natural riches. The need for seasonings was great in those days, and the absence of colonization made it possible for Indonesia products to export abroad.

Not only that, but also mention Indonesia's wealth of the sea. A variety of well-bred fish then become one of the more healthful sources of food to eat. Indonesia is an island state and therefore is called the maritime country.

Preserving becomes one of the actions to always keep Indonesia's wealth from being exploited by local and foreign citizens.

## 2) Picture

Picture analysis is found in chapter one, five, six and eight. The three pictures have different implementations of the third Pancasila precept. Therefore, pay attention to the following explanation.

### a) Social Context

The picture in chapter one shows that one class consists of learners who come from different backgrounds. Showing Pancasila third precept at the point, "Develop respectful behavior

for others” and Love for the homeland and the nation”. At the community level, the example to get a job. Therefore, it is not uncommon in a work environment to have different employees because it comes from outside Jakarta, such as Java, Kalimantan and others. Then, the level of education is also almost the same. Many learners come from other regions and are united in one school environment. Because they are placed in one classroom, they will mingle, love each other and always be compact.

The picture in chapter five is an activity at the zoo. There is an interaction between zoo animals with visitors or zookeepers. In a social context, on a community level visiting a zoo has a lot of learning. Showing Pancasila third precept at the point “Love for the homeland and the nation.” Get to know the zoo’s diverse animals, starting from land animals to the sea. The interaction can show how the community knows that Indonesia has a variety of animals. At the educational level, learners can study about animals directly. They can also observe endemic animals that only exist in Indonesia. Activities such as can foster love in the homeland with existing confidence.

The image also explains how the interaction between visitors and zoo animals shows harmony. Zookeepers are very concerned about the needs of animals ranging from the cleanliness of cages and nutritious food. The harmonious can show that the zoo is one of the places for the community to learn about caring and caring for animals so as not to hurt them.

In the picture in chapter six are some learners who clean the classroom. According to Pancasila, the third precept is the point “Putting the common good first.” At the community level, this often occurs when doing devotional work on Sunday when cleaning the village. They work

together, so that the environment becomes clean, healthy and looks beautiful. Then, at the level of education such as in school, the smallest scope is when cleaning the classrooms. Learners will divide the work the same as the one in the picture because they prioritize the common interest that wants a clean and comfortable class.

Chapter eight of page 149 is an image of a map of Indonesia complete with the description of the name of the city, the name of the island, the border with neighboring countries and two oceans. Based on Pancasila, the third precept includes the point, "Love of the homeland and nation." Then on page 150, there is a complete description of the map of Indonesia. The existence of a map of Indonesia in English textbooks becomes one form of love in the country.

It can introduce the condition of the territory of Indonesia as a whole, how Indonesia's wealth. Such as the results of the sea and land becoming one of its attractions for foreigners. The depiction of Indonesia maps is more often present in IPA, PKN or IPA subject matter.

The abundance of marine products is what makes some people irresponsible, or even foreigners steal fish. As in the Natuna region, there are often cases of theft of fish from foreign ships.

## b) Sociocultural Practice

### (1) Situational

Indonesia is a country with a large archipelago. Not to mention residents who come from various regions and tribes. Even the island has many tribes, races and languages spoken. They can gather in one room because of several things. As for making ends meet, they will travel to the city to get a job. Then learners who want to continue their education or because of less

crowded facilities. They will travel to the city where it provides sufficient facilities.

That is why one tribe can spread to all the regions in Indonesia and remain a nation that still upholds its cultural values. They can still get along well with each other because they understand that differences are not a barrier to interacting with anyone. Indonesia, which has a diverse society, must still uphold the values of unity.

In addition to a very wide archipelago, Indonesia also has various rare or endemic animals that do not exist in other areas. Because it falls into the category of near extinction, the zoo began to breed, which was then released back to another habitat. A move like this is one example of loving the homeland with its diversity of flora and fauna. Learners will understand how unfortunate some animals that are almost extinct because of poaching have to take body parts such as fangs or skin for the benefit of the industry.

Activities are in the common interest, it is the continuity of ecosystems and the environment. Many cases of illegal logging so that the animals began to descend on settlements in search of food. This action is for the sake of expanding the industry without thinking about the survival of animals and humans. As the times advanced, the population increasingly required the expansion of the territory also carried out.

However, when prioritizing the common interest has been applied to learners, then the soul of unity is powerful. When not applying common interests, there will be disputes and hostilities between certain groups.

(2) Institutional


At the institutional level, look at which organization is involved. There are many parties involved by looking at the above conditions and the delivery processes. Starting from the community level to education and reaching the learners. If drawn in a straight line, the two parties are interconnected to convey how to implement the third precept of Pancasila.

Even the smallest institution often conveys and does it, then becomes a tradition or habit when in every person. Therefore, the institutional role is very crucial to perpetuating every Pancasila value in various aspects of life.


(3) Social System

Social systems that occur in the windows of society and education sometimes experience problems. There are still violations for organizational or personal interests, the expansion or the area by levelling the forestry area that is the home of endemic animals. Do not want to share his knowledge with his friends for fear of being targeted, even though sharing knowledge is one-way learners in respecting the opinions of others.

**d) Populism That is Guide by The Inner Wisdom of Deliberation Amongst Representatives**

Unit	Theme	Finding	Page
Chapter 1	It's English Time!		p.10



Chapter 6	What are You Doing?		p.10 5
--------------	---------------------------	---	-----------

**Table 4.4**

## a. Table Description

## 1) Chapter 1: It's English Time! Page 10

A female teacher is asking students what they think about the use of English in the classroom. Siti, who was wearing a blue headscarf, agreed with the decision. Then the curly-haired Edo also totally agreed to use English when in class.

## 2) Five students were standing, three two male and two female wearing headscarf and not. They stood in a semicircle.

## b. Analysis

## 1) Text – Conversation

“Everybody, may I have your attention, please?”

That is the values of Pancasila, the fourth precept “Populism that is guided by the Inner Wisdom of Deliberations Amongst Representatives.” Then, into the point “Priorities deliberation when making decisions for the common good” and “Deliberation to reach consensus with the spirit of kinship.”

When looking at the aspect of language, the meaning of the sentence is not just asking for attention. The sentence is a sign that there is discussion, deliberation or perhaps a crucial speaker. However, in the context of the meeting, a teacher wants to invite students to discuss for a moment.

Sentences “What do you think if we use English in our English class. We will use English in our class. Do you understand me? Siti, what did I say?” It is one of the question sentences when discussing, and the teacher ensures the understanding of learners. Incomprehension when consulted often

leads to some misunderstanding or wrong conclusions.

Deliberation should result in an agreement agreed upon by most members so that decision should not be due to personal or class interests. Each member is also allowed to express their opinion without any coercion from the other party. So in conclusion, all learners agree on the use of English during class.

## 2) Pictures

### a) Social Context

The picture in chapter six shows a group of students standing. The image can describe several activities, one of which is conducting a small discussion forum. The social context in the image is due to several things such as background, situations, events and relationship between groups or members of society. People conduct deliberation is not just a meeting, but some things must be discussed or resolved.

There are several parties involved. Community leaders are usually in charge of leading the course of deliberation from start to finish. Therefore, often the leader uses the phrase "Attention please!" It is a sign that deliberations are about to begin. In addition, the task of the leader is also to mediate between people who have different opinions. To minimize the occurrence of hostility due to differences of opinion in a forum. The most votes become absolute decisions "Priorities deliberation when making decisions for the common good" and "To accentuate the common interest above the interests of individual and groups when conducting deliberations to reach consensus." The other members should respect that decision it is called, "High respect for every decision reached as a result of deliberation."

If applied to the field of education, learners will learn how to respect the opinions of their

friends. Can train confidence about how to express argument without feeling intimidated and the existence of e feeling. Deliberation can teach learners that everyone has their thoughts and perspectives. Therefore, there is no need to be hostile when having different opinions.

b) Sociocultural Practice

(1) Situational

Based on the previous discourse on deliberation. For the people of Indonesia to make decisions in a consensus and together. Indonesian people have different backgrounds, such as tribes, regions and cultures that vary even the language used. So it is very striking the difference that seen and not infrequently conflicts in small and large scope. As in ancient times, there are often conflicts between tribes because they fight over territory.

The events that have gone viral about the world of education is the existence of the zoning system. It makes learners unable to continue their education in schools that are far from where they live. Many learners feel hopeless and feel vain because they have collected various achievements for the sake of their favorite school.

(2) Institutional

At the institutional level, it is more about how institutions view the discourse. In this case, many institutions such as community organizations, specific groups or the scope of government are involved. In order to make decisions in consensus, all layers must feel involved and express their opinions, unfortunately, there are still some people who feel the most priority and have the most power so it is not uncommon to close other opinions. Each of these



institutions represents the voice of the public.


Just like in school, learners with different backgrounds can engage in discussion forums or deliberations. For example, when there is an election of the student council chairman. Before carrying out the activity will be conducted, with the teacher concerned and the student council-manager. After finding an agreement can convey the decision to all learners.

(3) Social System

Social system at the community level will conduct deliberation when finding obstacles, conflicts and problems in the community environment. At the level of education, when one of the learners commits a violation or has matters with other learners. Parties who will be involved in the deliberations include the students concerned, the school and the parents of the learners. All these problems can be resolved through discussion to find a solution with agreement of both parties.

e) Social Justice for All of the People of Indonesia

Unit	Theme	Finding	Page
Chapter 1	It's English Time!		p. 16
Chapter 1	It's English Time!		p. 19

Chapter 6	What are You Doing?		p. 97
--------------	------------------------	---	-------

**Table 4.5**

a. Table Description

1) Chapter 1: It's English Time! Page 16

The students had just finished making an invitation card complete with beautiful decorations. They show it to a male teacher and get praise for the work that the student has made.

2) Chapter 1: It's English Time! Page 19

A conversation between Edo who asks Beni for his opinion regarding her painting that looks beautiful and good. Beni happily praised Edo's work, apparently a painting about the city where he lived.

3) Chapter 6: What are You Doing? Page 97

The family consists of a father, mother and two children doing homework. Father was cooking, mother was sweeping, a daughter was watering flowers and boy was washing bikes.

b. Analysis

1. Text – Conversation

Note the following sentence in the picture in chapter 1 of pages 16 and 19:

*“Great! I think that is a beautiful invitation card. I like it.”*

*“Your picture is beautiful! I like the color.”*

*“Excellent! That's my girl!”*

*“What a wonderful picture!”*

*“Well, I think it's good.”*

These five sentences include Pancasila fifth precept “Social Justice for All of the People of Indonesia” and “Appreciate the work of others.”

When looking at the language, the meaning of the sentence is to praise, appreciate, flatter and

appreciate the work of others. A teacher saying praise to learners is one of appreciation for beautiful work. In the learning process, teachers must more often give words or sentences that build the spirit of learners when learning. Such a thing will teach students that the effort they have is not vain.

Not only that, but one-third-time students will also learn how to understand the work of others. In the picture at number 10, a female student praised her friend's work wholeheartedly. Try to pay attention from the two sides, it is teachers against learners with their friends. Using sentences or words of praise can provide a learning motivation for each learner. Therefore, students should not be afraid to try new things.

While the student to his friend teaches how to respond to the artwork of others who are the same age as him, school-age children tend to be honest about expressing what they feel. At that age, they also become reliable imitators about what adults are doing. Therefore, a teacher gives praise in front of other learners so that they can indirectly imitate it, that appreciating the work of others is an important thing.

Different when learners get criticism without any solution and input from a teacher. It is better to provide something that can build the personality of learners. Everyone can criticize, and not everyone can provide a solution. So this praise is an effort so that learners are increasingly learning and expressing what they feel. Understand how to appreciate people's work or activity in the absence of a judge race.

In addition to the above, there are several compliments that can be used such as the following sentence:

*“Well done!”*

*“Good job! I know you can do that.”*

*“That is really remarkable.”*

*“Pat on the back, mate!”*

## 2. Picture

The picture in chapter six is Pancasila fifth precept “Social Justice for All of the People of Indonesia.” Pay closer attention, the image contains the value of Pancasila fifth precept on point “Be fair in every job.”

The social context contains several things including backgrounds, situations, events and relationships between groups or members of society. Briefly, the picture describes the homework done by all family members without exception. Some cook, sweep floors, water plants and wash bicycles regardless of gender. Therefore, dividing housework must be fair.

Most societies know that housework such as cooking and sweeping is women’s work. However, the Pancasila value does not state that. Applying justice to any job is far better to reach a goal of completion. Justice behavior taught early at home teaches children to be fair with others.

However, times had advanced and new perspectives were emerging. That homework is essentially a base skill for anyone without gender taking. In dividing up the work, everyone gets a piece according to his drum. That way, the female condition will be equal to the man in the work area.

### a) Sociocultural Practice

#### (1) Situational

Indonesia consists of various tribes and races, and later, in some cases, its values are different. Between the norms of Java Island and Kalimantan, Sumatra and Aceh are very distinct. There are the effects of globalization, the spread of information and the emergence of new perspectives.

However, not all aspects of life can get justice, even in the workforce. Few still held to the idea that women should do domestic work. Both at the workplace or home because Indonesian society culture is so

thick about men being higher than women. Although, many have already understood that any job is made equal to the ability, not just because of gender.

(2) Institutional

In this regard, the general public is in a position so crucial to disseminate how such justice is applied. When people are communicating information only for the sake of unilateral or certain groups will only further miscommunication. At an educational divide jobs among their friends without any favoritism. Everyone will get their portion.

That leadership attitude can also be done by anyone while being a class leader. Not necessarily the male protégé who is the class leader. The female protégé is also entitled to be in that position. It also includes getting justice in every job.

(3) Social System

Indonesia's current social system is still strongly entrenched in its cultural or regional beliefs, which preserve and adhere to the norms of our ancestors. Yet, despite all the ease with sophisticated technology, the modern age and get rapidly spreading information. Some societies still cling to and adhere to local norms or ethnic groups. Everyone they go to, all these habits are actually difficult to leave because they have been attached from childhood to adulthood.

**2. The Ideological Values of Pancasila in the English Textbook *When English Rings Bell* for Grade VIII SMP/MTs Published by the Ministry of Education and Culture to Create the Character of Students based on *Penguatan Pendidikan Karakter*.**

The further discussion is about character values based on religion, nationalism, integrity, independence



and cooperation. To analyze character values based on previous explanations, this is based on the values of Pancasila in the English textbook *When English Rings a Bell* for grade VIII SMP/MTs published by the Ministry of Education and Culture based on text, social context and social cultural-practice.

a) **Religious**

<b>Pancasila Precept</b>	<b>Unit</b>	<b>Theme</b>	<b>Page</b>
First Precept	Chapter 1	It's English Time!	p. 9
First Precept	Chapter 5	My Uncle is a Zookeeper	p.68
First Precept	Chapter 6	What are You Doing?	p.105

**Table 4.6**

The first character is a religion that reflects the observance of worship by religion and belief. Mutual respect for religious differences, uphold tolerance, live in harmony with followers of other faiths and God's living creatures.

The first precepts Pancasila shows the values of religious character. In the classroom, there are different religions of beliefs and the students make a discussion. There is a difference in a small environment like the class that can teach students about religious tolerance. Through religious tolerance, learners can cultivate a peace-loving character in every difference. Have a high sense of confidence despite many differences in the surrounding environment, have a genuine sense of friendship without discriminating against any religion and have a heightened sense of empathy to protect others and maintain the environment.

In addition to living harmonious life with adherents of other religions and beliefs, the same is true of other living things such as animals and plants. Safeguarding, taking care of and loving other living things make life more prosperous without any

conflict from anywhere. When humans treat animals and plants well it will provide abundant benefits. Whoever does well to every living being on earth, God will also repay and treat well because every living things needs each other and coexistence.

Fellow human beings live side by side with many differences, including in religion and belief. It is not surprising that there are often differences of opinion. When someone can respect the arguments of others with good response without cornering to other beliefs, it can create harmony. As explained earlier, whoever does well to every living being, God will repay with kindness. Living with many differences does not make a person feel limited in doing good things.

#### b) Nationalist

Pancasila Precept	Unit	Theme	Page
First Precept	Chapter 1	It's English Time!	p. 9
Second Precept	Chapter 2	Can You Play the Guitar?	p. 33
Second Precept	Chapter 5	My Uncle is Zookeeper	p. 68
Second Precept	Chapter 5	My Uncle is Zookeeper	p. 77
Second Precept	Chapter 6	What are You Doing?	p. 102
Third Precept	Chapter 6	What are You Doing?	p. 87
Third Precept	Chapter 7	Bigger is Not Always Better	p. 115
Third Precept	Chapter 8	I'm Proud of Indonesia!	p. 149
Third Precept	Chapter 8	I'm Proud of Indonesia!	p. 153

**Table 4.7**

The second character value is nationalist, which reflects how to be concerned for the environment, love of the homeland, use of language, culture, traditions and society. Always place the interests of the nation and state the interests of a particular person or group.

In the values of Pancasila, there are several discussions about the character values in it. The first is on the first precept of chapter 1 page 9. Showing the character of tolerance between religious people can also teach learners how to appreciate culture, traditions and use language. Then the second precept is in chapter 2 page 33 and chapter 6 page 102 that not infrequently in each class, there are learners with different cultures and tribes with other learners. It can teach learners about respecting the cultures and traditions of other regions. Besides that, they can also learn about new cultures. Then do not discriminate against anyone based on beliefs or religion, culture, traditions and tribes.

Third, on the third precept chapter 5 page 68 and chapter 8 page 153. Indicate that learners can learn how to love, maintain the homeland and wealth of the state. Based on geography, Indonesia has a variety of endemic animals, diverse flora and fauna. The existence of material about activities in the zoo in English textbooks can foster characters to love, protect and keep Indonesia's wealth from the simple things. Such as not hunting animals wildly and not damaging the environment or forests that are essentially the animal's native habitat. Harnessing the richness of flora and fauna as needed is an action to keep the natural habitat maintained for the long term. This utilization can support the needs economically of the surrounding community. So that Indonesia's natural wealth is indeed very influential on the survival of its people.

Furthermore, the third precept of chapter 7 page 115, is that the wealth of the Indonesian nation is not only about flora and fauna. But culture, traditions

and tribes spread from Sabang to Merauke. The page teaches learners that there are various cultures from various tribes in Indonesia. Moreover, there are some English textbooks that show stories originating from abroad. Learners can cultivate an attitude of loving the richness of Indonesian culture that is not only from their respective regions, not to mention that every folklore always has moral values that guide people's lives for generations. Like that folklore of *Malin Kundang* teaches us to be obedient to parents and not to disobey every piece of advice.

Then in the third precept chapter 8 page 149 also shows love for the Indonesian homeland. There is a complete map of Indonesia with all the details. The next page also explains how the wealth is owned by Indonesia, as previously discussed about flora, fauna, tribes, cultures and customs that develop in the community. Learners will have a higher love for Indonesia even if they learn foreign language or understand the habits of foreigners. So even though the book is to learn a foreign language, the love for Indonesia will never fade in the slightest.

Fourth, the second precept of chapter 5 page 77 shows the character of discipline in each learner. The main task and obligation of learners is to learn to add knowledge and broad insights, besides helping homework become one of the tasks and responsibilities in addition to learning. Activities like this teach learners to be disciplined people on every responsibility. In addition, the character of learners can also determine which activities should be completed first or how to time them so that other activities are not abandoned.

Fifth, the third precept chapter 6 page 87 shows that learners can maintain the surrounding environment. The precept illustrates that the students are cleaning the classroom together. Indirectly learners apply these characters by always maintaining the surrounding environment. They can

also be implementing this activity wherever and whenever they are. Like at home, at school or in a public place. Small things that are often applied to learners will have a strong influence on anyone.

c) **Integrity**

<b>Pancasila Precept</b>	<b>Unit</b>	<b>Theme</b>	<b>Page</b>
Second Precept	Chapter 5	My Uncle is Zookeeper	p. 77
Second Precept	Chapter 5	My Uncle is Zookeeper	p. 68
Third Precept	Chapter 6	What are You Doing?	p. 97
Fourth Precept	Chapter 1	It's English Time!	p. 10

**Table 4.8**

The third character value is integrity which reflects how to behave like someone can be trustworthy in words, actions and behavior. It creates a sense of commitment and loyalty to morals.

First, the fourth precept chapter 1 page 10 shows a consistent attitude towards actions and words based on truth. A female teacher is discussing with learners the use of English in the classroom. Learners agree to the decision and apply it in the classroom when interacting with teachers or classmates. Activities like this can pursue students' responsibility for what is said and making decisions. In addition, learners will practice thinking before acting and making decisions.

Secondly, chapter 5 page 68 shows active involvement in social activities. Visiting the zoo and interacting with the animals involving themselves in social activities. Visitors can take a closer look, see what activities zookeepers and animals are doing. Learning and adding insight in the zoo can teach learners to maintain interaction with animals wherever they are. Always love and not hurt. The

simple thing you can do is feed an animal like a cat when you encounter it anywhere. That is why most people bring cat food every trip because they are careful that one of the animals is quite a lot and not all of them are well maintained.

The third precept is both chapter 5 page 77 and the second precept chapter 6 page 96 shows the exemplary attitude. The exemplary of a student is not only when diligently studying, doing tasks and going to school on time. However, obeying the commands and advice of parents when at home also includes an exemplary attitude. For example, doing domestic work at home regardless of gender, anyone has the right to do it.

#### d) Independent

Pancasila Precept	Unit	Theme	Page
Second Precept	Chapter 8	What are You Doing?	p. 97
Third Precept	Chapter 6	What are You Doing?	p. 87
Third Precept	Chapter 8	I'm Proud of Indonesia!	p. 149
Third Precept	Chapter 7	Bigger is Not Always Better	p. 115
Third Precept	Chapter 8	It's English Time!	p. 16
Fifth Precept	Chapter 1	I'm Proud of Indonesia!	p. 153

**Table 4.9**

The fourth character value is independence reflecting the behavior of fighting for all hopes, dreams and ideas without relying on others.

First, on the fifth precept chapter 1 page 16 shows a creative attitude. On the precept, some

students give artwork in the form of paintings to a male teacher. This activity can foster creativity in each student through artwork. Every learner has several ways to show their feelings in various forms, such as making artwork. When learners have a way of expressing feelings, they can also control their emotions.

Secondly, chapter 6 page 87 and 97 show a good work ethic. Although the precept reflects the cooperation between learners, they have a very high work spirit. In addition, independence can teach learners that someone who has a high spirit can carve when falling and does not give in to failure will become somebody tough one day even though the storm hits. One time when experiencing a crash has become a common thing so that the ethos of the work spirit will never fade.

Having a good work ethic can also grow out of the family environment. Independence can grow when learners can do homework without any sense being forced into themselves. A simple example can be cleaning a private space without relying on a maid or other family members. When outside the house, even learners will not feel confused to take care of themselves.

Third, chapter 7 page 115 and chapter 8 page 153 show the attitude that learners can become lifelong learners. Life is learning for every human being. Indonesia has a very long history, many changes due to the demands of the times and increasingly sophisticated technology. Learners can become learners during life just like the history of Indonesia. Instead, be someone who thirsts for new knowledge and the ability to understand the surrounding environment. After all, study not only in the classroom but wherever it is.

e) **Mutual Cooperation**

<b>Pancasila Precept</b>	<b>Unit</b>	<b>Theme</b>	<b>Page</b>
Second Precept	Chapter 2	Could You Play the Guitar?	p. 33
Third Precept	Chapter 1	It's English Time!	p. 16
Fourth Precept	Chapter 1	It's English Time!	p. 10
Fourth Precept	Chapter 6	What are You Doing?	p. 105
Fifth Precept	Chapter 6	What are You Doing?	p. 87

**Table 4.10**

The fifth character value is cooperation which reflects the attitude of cooperation in completing work, having good communication, helping each other to help anyone in need.

First, on the fourth precept chapter 1 page 10 and chapter 6 page 105 reflects the attitude on consensus deliberation. Discussing and deliberating teaches learners to communicate and ask the opinion of others before making a decision. In addition, it can also train learners to think critically, dare to express arguments and appreciate every opinion of others. However, not all learners have such characters. Teachers can practice communicating more intensely in a smaller scope.

Secondly, the fifth precept chapter 1 page 16 shows the attitude of respect for others. In the chapter, there is a teacher who praises and appreciates the artwork of learners. Same with students who wear veils, praising the artwork of their friends. This attitude of appreciation includes support to learners because they have fought and worked hard. A positive appreciation in cultivating a confident attitude to better about what had been done. Respectful consideration can teach



learners to speak a nice word to everybody because everyone has different struggles and results.

Third, in the second precept of chapter 2 page 33 shows mutual help towards each other, helping those who need help is a character that must be attached to every human being. Humans are social creatures who live side by side. The chapter teaches learners to assist anyone in need regardless of background. It also includes anti-discrimination measures in terms of please help and can foster is high social spirit in learners.

Fourth, in the third precept of chapter 6 page 87 shows that you can work together. In the chapter, learners work together to provide classes to be comfortable for learning activities. In addition, working together can teach learners to achieve the same goals so that the work becomes lighter and faster to complete. Imagine if work alone without cooperation will feel long the learning process becomes late or distributed because of a less comfortable class. If connected with previous explanation, this is a clear example that they cannot always do their work.

#### **D. Discussion**

After classifying and explaining the values of Pancasila and character values, next discuss the discovery and how to answer the question in the problem formulation. There are two questions to analyze the English textbook entitled *When English Rings a Bell* for VII grade SMP/MTs published by the Ministry of Education and Culture.

The first question focuses on the values of Pancasila contained in the English textbook *When English Rings a Bell* which uses the CDA method based on Van Dijk and Norman Fairclough's theories. The values of Pancasila come from the five precepts of Pancasila it is (1) Belief in the one God, (2) Humanism that is Just and Civilized, (3) The Unity of Indonesia, (4) Populism that is Guide by the Inner Wisdom and Deliberation amongst Representatives and (5) Social Justice for all of the People of Indonesia.

The five precepts of Pancasila have values that become points in the material in English textbooks. The object of this

research in the English textbook is text and images, to analyze it using the CDA method. When paying attention to English textbooks, images are more dominant than text. The image has various meanings related to the values of Pancasila.

After rationalizing using Van Dijk theories of text and social context and Norman Fairclough's theories of social cultural practice it is found that application that reflect the values of Pancasila. They are (1) Belief in the One God: Chapter 1 "It's English Time!" P.9, Chapter 5 "My Uncle is a Zookeeper P.68 and Chapter 6 "What are You Doing? P.105, (2) Humanism that is Just and Civilized: Chapter 2 "Can You Play the Guitar?" P.33, Chapter 5 "My Uncle is a Zookeeper" P.77, Chapter 6 "What are You Doing?" P.97 and 102, (3) The Unity of Indonesia: Chapter 1 "It's English Time!" P.9, Chapter 5 "My Uncle is a Zookeeper" P.68, Chapter 6 "What are You Doing?" P.87, Chapter 7 "Bigger is Not Always Better" P.115 and Chapter 8 "I'm Proud of Indonesia!" P.149, (4) Populism that is Guide the Inner Wisdom of Deliberation amongst Representatives: Chapter 1 "It's English Time!" P.10 and Chapter 6 "What are You Doing?" P.105, (5) Social Justice for All Indonesian People: Chapter 1 "It's English Time!" P.16 and 19, Chapter 6 "What are You Doing?" P.97.

According to the text and image, many sentences, activities and behavior that Indonesian people have often done, like tolerating different religions and beliefs, based on Indonesia has diverse faiths and beliefs. Therefore, there are often differences in religion and belief in one community. Even in a school environment with the worship of each religion.

The attitude of Indonesian people in the English textbook is how to make a deal. Discussion is a way to make decisions by mutual agreement. Discussions are also often done by students in school. They make small or large groups to discuss things to find solutions to problems. This activity can teach learners to express opinions during discussions and make decisions that do not harm certain parties. Making decisions means that it must be fair. It can avoid disputes between fellow members of the discussion so that fairness is needed to make decisions.

Furthermore, English textbook shows various attitudes of Indonesian people when interacting with others. The visible attitude is to help each other regardless of background, such as ethnicity, race, religion, and not discriminate against them. Indirectly the material in the English textbook is the interpretation of the values of Pancasila. Even the material there is a diversity of Indonesia, such as geographical forms, the richness of flora fauna and the culture of various regions in Indonesia.

The second question focuses on displaying the values of character education based on strengthening character education, it is religion, nationalism, integrity, independence and mutual cooperation. The object of this research is according to Pancasila values and the grouping based on the five points of character values. After doing the analysis, the researcher found many character values in the previous discussion. They are (1) Religious: First Precept, Chapter 1 "It's English Time!" P.9, Chapter 5 "My Uncle is a Zookeeper" P.68 and Chapter 6 "What are You Doing?" P.105, (2) Nationalist: First, Chapter 1 "It's English Time" P.9; Second, Chapter 2 "Can You Play the Guitar?" P.33, Chapter 5 "My Uncle is a Zookeeper" P.68 and Chapter 6 "What are You Doing?" P.102; Third, Chapter 6 "What are You Doing?" P.87, Chapter 7 "Bigger is Not Always Better" P.115 and Chapter 8 "I'm Proud of Indonesia" P.149 and 153, (3) Integrity: Second Precept, Chapter 5 "My Uncle is a Zookeeper" P.77 and Chapter 6 "What are You Doing" P.97; Third, Chapter 5 "My Uncle is a Zookeeper" P.68; Fourth, Chapter 1 "It's English Time!" P.10, (4) Independent: Second Precept, Chapter 6 "What are You Doing?" P.97; Third, Chapter 6 "What are You Doing?" P.87; Chapter 7, "Bigger is Not Always Better" P.115; Chapter 8 "I'm Proud of Indonesia" P.149 and 153; Fifth, Chapter 1 "It's English Time!" P.16, (5) Cooperation: Second Precept, Chapter 2 "Can You Play The Guitar?" P.33; Third, Chapter 6 "What are You Doing?" P.87; Fourth Precept, Chapter 1 "It's English Time!" P.10 and Chapter 6 "What are You Doing?" P.105; Fifth, Chapter 1 "It's English Time!" P.16.

These fifth points are characters that are often indirectly applied by learners. However, there is a reflection of character

education in the English textbooks. Then the English teachers can help learners to have better understand the meaning, not just the language learned.

Indonesia has many differences ranging from religion and ethnicity. Therefore it has an attitude of tolerance, does not discriminate, and loves the homeland also in the English textbook. Students can respect each other's, different friends. Not discriminating not only about different religions, but also about tribal differences because Indonesia has many tribes with different cultures. By doing tolerant and respecting each other's tribal differences, learners love the homeland with all the differences that exist.

Then working together can teach learners to carry each other to complete work faster. This activity teaches learners not to feel alone because other people or friends will help so that the work feels lighter. To appreciate all the hard work, students appreciate themselves by doing an activity like thanking each other and celebrating. Giving appreciation for all the hard work can foster a sense of pride and have a considerable impact. Through these activities, learners will have responsibility regarding what they say and do. It can be foster independence so that it does not always depend on others.

In analysis also found that character education forms the character of learners during school to apply in a social or family environment. Social activities become dominant when analyzing, indirectly examples of character values are not far from the daily life of learners. It proves that learning English is not only learning a foreign language to support the skills for the future, but to create their character to become human beings who still hold the ideology of their nation.